

**Sheldon Independent School District**  
**Monahan Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

## *Monahan Elementary Mission*

Monahan Elementary is committed to preparing students to excel academically, emotionally, and socially to become lifelong learners and contributing members of the community.

# Vision

## *Monahan Elementary Vision*

We inspire teamwork and collaboration to create an inclusive school culture where all students can feel safe to learn at high levels.

# Core Beliefs

At Monahan Elementary, we believe:

1. All students can be successful, global learners.
2. Implement technology to enhance the learning environment to advance students' educational experience and become marketable in a global community.
3. Students, staff, and community are valued.
4. Positive relationships are key to building strong student character.
5. Teamwork and Collaboration are essential to our success.
6. Producing high-quality teachers through staff development is imperative to meeting the needs of our diverse population.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

L. E. Monahan is an elementary school in Sheldon Independent School District that opened in 1983. It is projected to serve 650-700 students in grades 1st—5th during the 2024-2025 school year, an increase from the previous year's 640.

### ***Comprehensive Needs Assessment Process***

Monahan's needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

- STAAR
- Attendance
- Discipline
- Failure Reports
- Staffing trends
- RTI
- Special Student Populations – 504, Special Education
- Parent Surveys
- Teacher and Staff Surveys
- Staff Development Needs
- iReady Math Data
- MClass and TRC Reading Data

The process documentation includes meeting minutes, agendas, and sign-in sheets. The Campus Site Based Team met on May 29, 2024, at noon and again on May 31, 2024, at 9:00 a.m. to develop the CNA. Both meetings were held in the campus library. We plan to meet again on September 23, 2024, October 28, 2024, December 17, 2024, February 24, 2025, March 31, 2025, and April 28, 2025, to review and revise the CNA as needed.

At the first meeting on May 29<sup>th</sup>, Principal Jenita Boleware began the meeting with introductions. Celebrations were shared. Then, Principal Boleware shared the purpose of the meeting and the expected outcomes with the group. The importance of the Comprehensive Needs Assessment was also shared. Handouts were provided to attendees that led discussions during the meeting. The Site Based team reviewed and discussed the strengths and weaknesses of the instructional plan, reading data, instructional framework development, the impact and effectiveness of tutorials, EOY diagnostic data, creation of student rosters, the importance of student work in stations, reading, and math instructional programs, and professional development for the instructional paraprofessional staff members. Principal Boleware led the discussion as the team identified data, which will be reviewed at the next meeting. The second meeting was scheduled for May 31, 2024.

At the second meeting on May 31<sup>st</sup>, the Site Based Team split into groups to review and discuss the CIP using the above data and Parent and Staff surveys. The team acknowledged the strengths from the 2023-2024 school year but focused most of the meeting on ways to improve the weaknesses identified in the data. Principal Boleware and Assistant Principal Carlaskio Smith led the team in prioritizing solutions. Team members identified the three focus areas for the 2024-2025 school year based on the identified growth areas. The team reached a consensus on three main problems representing the

highest leverage focus areas. These will become the priorities for next year.

A Root Cause Analysis was completed to identify the three target areas for the year. These target areas are to:

1. Improve instructional practices to improve Tier 1 instruction that will positively impact Student Achievement.
2. Incorporate effective PLC practices focusing on implementing Curriculum, Instruction, and Assessment.
3. Improve hiring practices and provide support through mentoring, professional development, and coaching to improve Staff Quality, Recruitment, and Retention.

Demographics	Strengths: EB students
	Weaknesses: Attendance, Special Student Pops
Student Achievement	Strengths: Student growth in iReady math
	Weaknesses: RTI process, AVID, STAAR results, Guided Reading, running records and protocols, student working memory
School Culture and Climate	Strengths: Parent and Staff survey results, SEL para and counselor support
	Weaknesses: Understanding punishment vs discipline, repeat student offenders, transitions, and restroom behavior
Staff Quality, Recruitment, and Retention	Strengths: Certified Staff with Years of Experience
	Weaknesses: Adjunct teachers, Understanding the T-TESS Rubric
Curriculum, Instruction, and Assessment	Strengths: Instructional Time, PLC
	Weaknesses: Professional Development
Parent and Community Engagement	Strengths: Volunteer opportunities
	Weaknesses: Parent Engagement training, communication between teachers and parents, parent advocacy, academic support for parents

<b>Demographics</b>	<b>Strengths: EB students</b>
	<b>Weaknesses: Attendance, Special Student Pops</b>
School Context and Organization	Strengths: Master Schedule
	Weaknesses:
Technology	Strengths: One to One student devices
	Weaknesses: Technology Applications

# Demographics

## Demographics Summary

Student Demographics:

Student Demographics	Count
<b>Gender</b>	
Female	290
Male	348
<b>Ethnicity</b>	
Hispanic-Latino	364
<b>Race</b>	
American Indian - Alaskan Native	6
Asian	2
Black - African American	234
Native Hawaiian - Pacific Islander	0
White	16
Two-or-More	16

Attendance:

	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Perc
Campus	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023
(101924104) - L E Monahan EL	6,272.0	100,333.0	0.0	106,605.0	600.649	
<b>Campus Total</b>	<b>6,272.0</b>	<b>100,333.0</b>	<b>0.0</b>	<b>106,605.0</b>	<b>600.649</b>	

## Demographics Strengths

- Diverse Student Population:** Over 57% of students are Hispanic/Latino, and 36.68% are Black/African American, representing a culturally rich and diverse student body.
- Balanced Gender Representation:** A nearly equal distribution of male (54.55%) and female (45.45%) students supports opportunities for equitable participation in all

programs.

3. **Consistent Attendance Rates:** A 94.1% attendance rate demonstrates strong student engagement and family commitment to education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The school has a high at-risk student population, which significantly impacts academic performance, attendance, and overall student success. **Root Cause:** A significant portion of the student population comes from economically disadvantaged backgrounds (87.72%), which likely impacts their academic performance, attendance, and overall stability. Limited access to educational resources and family support may contribute to students being classified as "At-Risk." 67.4% of students (428 out of 635) are classified as "At-Risk."

**Problem Statement 2 (Prioritized):** The school has limited resources to effectively support Special Education and Dyslexia services, which hinders its ability to meet the diverse learning needs of these students. **Root Cause:** The growing need for specialized services may stem from a lack of early intervention programs or insufficient professional development for general education teachers to address diverse learning needs. Additionally, some disabilities may go under-identified due to limited screenings or resource constraints.

**Problem Statement 3 (Prioritized):** There is low participation in Gifted and Talented (GT) and advanced programs, which may reflect barriers in identification processes and access for diverse student groups. **Root Cause:** There may be inequitable identification processes for GT programs, cultural or linguistic barriers, or a lack of teacher training to recognize giftedness among diverse populations. Additionally, the heavy focus on intervention for at-risk students may limit opportunities for higher-performing students.



# Student Achievement

## Student Achievement Summary

### STAAR Results:

#### 3rd Grade Reading

English	47% Approaching	23% Meets	8% Masters
Spanish	59% Approaching	30% Meets	11% Masters

#### 3rd Grade Math

English	52% Approaching	26% Meets	8% Masters
Spanish	70% Approaching	44% Meets	15% Masters

#### 4th Grade Reading

English	68% Approaching	33% Meets	14% Masters
Spanish	60% Approaching	26% Meets	6% Masters

#### 4th Grade Math

English	57% Approaching	38% Meets	16% Masters
Spanish	57% Approaching	43% Meets	17% Masters

#### 5th Grade Reading

English	60% Approaching	35% Meets	18% Masters
Spanish	53% Approaching	28% Meets	6% Masters

#### 5th Grade Math

English	60% Approaching	33% Meets	8% Masters
Spanish	65% Approaching	35% Meets	5% Masters

#### 5th Grade Science

English	36% Approaching	10% Meets	5% Masters
Spanish	35% Approaching	5% Meets	3% Masters

District End of the Year Math Assessment (Standard = 70% Approaching, 80% Meets, 90% Masters)

1st Grade English	85% Approaching	62% Meets	43% Masters
1st Grade Spanish	84% Approaching	72% Meets	44% Masters
2nd Grade English	29% Approaching	18% Meets	0% Masters
2nd Grade Spanish	44% Approaching	23% Meets	0% Masters

### Student Achievement Strengths

1. First-grade students excel in math, with 85% Approaching, 62% Meets, and 43% Masters (English) and 84% Approaching, 72% Meets, and 44% Masters (Spanish) exceeding district standards for Meets and Masters.
2. 3rd-grade students demonstrated foundational success, with over half achieving Approaching standards in both reading and math, setting the stage for future growth.
3. Spanish-speaking 3rd-grade students demonstrate notable strengths in both reading (59% Approaching, 30% Meets, and 11% Masters) and math (70% Approaching, 44% Meets, and 15% Masters), reflecting a solid foundation in core skills.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Student achievement at Monahan Elementary has not consistently shown the desired level of growth, with significant gaps in foundational skills across grade levels as indicated by campus, district, and state assessments. **Root Cause:** Tier 1 instruction has lacked sufficient rigor and differentiation to meet the diverse needs of students, limiting opportunities for all learners to achieve meaningful academic progress.

**Problem Statement 2 (Prioritized):** Monahan Elementary has faced challenges in maintaining a fully staffed team of highly effective educators, with turnover and gaps in professional development impacting instructional quality and student outcomes. **Root Cause:** There is an inconsistent system for recruiting and supporting high-quality staff, including a lack of targeted professional growth opportunities, mentoring programs, and strategies to build a strong sense of community and morale among educators.

**Problem Statement 3 (Prioritized):** There is limited engagement and collaboration between the school, parents, and the community, which reduces the collective support needed to optimize student success and foster school pride. **Root Cause:** Communication and partnership efforts with families and community stakeholders have been inconsistent and underdeveloped, limiting opportunities for relationship-building and meaningful participation.

**Problem Statement 4 (Prioritized):** While the campus is safe overall, there is a need to improve behavioral interventions and maintain a consistently positive climate that supports learning and well-being for all students and staff. **Root Cause:** Existing systems for managing behavior and fostering positive interactions lack clarity, consistency, and sufficient support structures to proactively address challenges and promote a welcoming environment.

**Problem Statement 5:** There is a need to enhance financial stewardship practices at Monahan Elementary to ensure resources are effectively allocated to support student learning and operational efficiency. **Root Cause:** Insufficient monitoring and training on financial systems and accountability measures have resulted in missed opportunities to optimize resource use and streamline campus operations

# District Culture and Climate

## District Culture and Climate Summary

The 2023-2024 school year marked the first full year under the current leadership team at Monahan Elementary. This year was a period of transition and transformation as the administration implemented significant changes to professional expectations and campus operations. These shifts were necessary to align with the district's mission of fostering a high-performance learning environment for all students.

One of the most impactful changes involved personnel adjustments. During the school year, two staff members were reassigned due to performance-related concerns to ensure the highest standards of education and professionalism for our students. Additionally, three teachers were out on maternity leave during the year, which required strategic planning to maintain instructional consistency and student learning progress.

Students' average daily attendance for the school year was 94.1%, showing an improvement from the previous year. There were 48 documented discipline referrals, with a total of 52 days served in in-school suspension and 47 days of out-of-school suspension. These consequences were assigned for various infractions, including fighting and possession of restricted items. While discipline remains an area for continued focus, the data reflects a structured and proactive approach to behavior management on campus.

The parent survey provided valuable insights into the strengths and areas for growth at Monahan Elementary. Parents expressed general satisfaction with the school, particularly in areas related to administration, instruction, and the learning environment. The majority of respondents rated the school positively, with many acknowledging improvements made over the past year. One of the school's biggest strengths was its cleanliness and maintenance, with a significant number of parents marking "Very Satisfied" in this area. An area for improvement is academic counseling and communication, as feedback indicated a need for clearer communication regarding student progress and available support services.

The 2023-2024 school year was one of transformation, and Monahan Elementary is well-positioned to continue its trajectory of success. By refining professional expectations, strengthening communication with families, and maintaining high behavioral standards, the campus will continue to create a thriving educational environment for all students.

## District Culture and Climate Strengths

1. **Increased Parent Engagement** – Parents were excited to return to campus and actively participate in school events. Family involvement was strong in curriculum nights, movie nights, and other school-sponsored activities. Additionally, parents were welcomed as volunteers and given the opportunity to have lunch with their children, fostering a positive and inclusive school culture.
2. **Improved Student Attendance** – The school saw an increase in student attendance compared to the previous year. This improvement can be credited to effective attendance incentives and consistent communication with families to emphasize the importance of students being on campus daily.
3. **Higher Teacher Attendance** – Teacher attendance improved from previous years, ensuring greater consistency in instruction and a more stable learning environment for students. This reflects a positive work culture and a stronger commitment to student success.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** While teacher attendance improved compared to the previous year, instructional time was still lost due to absences, affecting student learning continuity. **Root Cause:** The availability of high-quality substitute teachers and the challenge of maintaining instructional consistency in the absence of the regular teacher contributed to learning gaps.

**Problem Statement 2 (Prioritized):** Communication with parents lacked consistency, leading to gaps in family engagement and awareness of student progress and school events.

**Root Cause:** The transition to Parent Square required teachers to adjust to a new platform, and full staff buy-in was not immediate. Additionally, there was a lack of consistent phone and email communication from some teachers, resulting in parents feeling uninformed about their child's academic progress and school-related updates.

**Problem Statement 3 (Prioritized):** Teacher-managed student behavior was inconsistent, leading to unclear expectations and an increased number of discipline infractions that resulted in office referrals, in-school suspensions, and out-of-school suspensions.

**Root Cause:** Not all teachers established and reinforced clear behavior expectations, leading to inconsistencies in student conduct across classrooms. A lack of proactive behavior management strategies contributed to students not understanding or adhering to schoolwide behavioral expectations, ultimately leading to disciplinary consequences.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Monahan Elementary had 70 staff members during the 2021-2022 school year. Of these staff, 11 were new teachers. There were a total of 20 new hires for the year. 4 of these new hires did not have proper certification and served as long term substitutes. 2 teachers were removed from the campus and 2 other teachers resigned during the school year. 5 additional staff members resigned at the end of the school year.

All 1st and 2nd year teachers were assigned a mentor during the school year. Monahan also had a lead mentor that assisted with staff development, classroom observations, and organization of the mentor program. All mentors were trained by district personnel at the start of the school year. New teacher meetings were scheduled by the campus and district staff to support the new teachers.

All teachers on campus received 3 TTESS walk throughs, 1 TTESS observation, a Goal Setting conference, and an End of the Year conference. Each paraprofessional received an end of the year evaluation. The campus Curriculum Instructional Specialists, Counselor, and Nurse all received an End of the Year evaluation as well. In addition, the principal met with all staff members to communicate contract recommendations and letters of reasonable assurance.

Monthly faculty meetings were held, where student safety, campus and district initiatives, and other pertinent information was discussed. Weekly PLC sessions were held to provide classroom teachers opportunities to review data, plan high quality instruction, work on Reading Academy or CRIMSI requirements, and collaborate with colleagues.

For the upcoming school year, Monahan will lose two teaching units, both bilingual classroom positions, to have a total staff of 68 to start the year. Plans are underway for attending job fairs, interviewing highly qualified candidates, and other creative ways to recruit staff.

## Staff Quality, Recruitment, and Retention Strengths

1. Overall teacher experience indicates a more of a balance in the number of years of experience at all levels.
2. Staff that are returning have proven positive student achievement and management results.
3. Changes in grade level assignments indicate positive effects on student outcomes.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Hiring high quality candidates continues to be a concern. **Root Cause:** Teacher candidates do not have proper credentials and certifications.

**Problem Statement 2 (Prioritized):** New teachers have gaps in their abilities to manage student behavior. **Root Cause:** Many new teachers are from ACP programs and are not fully prepared to work with students in a high Economically Disadvantaged area.

**Problem Statement 3 (Prioritized):** New teachers are overwhelmed with back to school staff development activities and other daily realities of teaching and are not prepared to work under the pressure. **Root Cause:** New teachers do not have proper training in areas of need including instructional strategies, supporting low performing students, and other clerical tasks that are included in their job descriptions.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

During the 2023-2024 school year, ELA and math teachers in grades 1-3 continued their work with district staff to refine their use of the Amplify Reading and Eureka Math curriculums, which had been in place for previous years. The implementation of these curriculums remained a priority, with teachers across grades 1-5 for ELA and grades 1-3 for math receiving ongoing support to enhance their instructional practices. Teachers participated in district-led training focused on best practices for using these curriculums effectively, with an emphasis on adapting instruction to meet the diverse needs of students. Classroom instruction in these areas was consistently monitored by campus and district administrators to ensure fidelity to the curriculum and to support teachers in improving student outcomes. For teachers facing challenges or working with students who were underperforming, additional training and resources were provided. District staff also conducted regular classroom observations, participated in Professional Learning Communities (PLCs), and engaged in instructional walks with the campus principal and leadership team. These efforts resulted in a significant increase in STAAR achievement for students in grades 3-5, as compared to the previous year.

In grades 4 and 5, math teachers continued to implement the Sheldon ISD curriculum, ensuring that classroom instruction was aligned with the level of rigor required by STAAR assessments. The school continued its focus on best practices in both reading and math, providing teachers with the strategies and tools needed to address the necessary skills and ensure that classroom activities met the rigor of the state assessments. Science teachers remained committed to the district's science curriculum, but unfortunately, we observed a decline in Science STAAR scores. Teachers noted that many of the 5th-grade students entered the school year below grade level in reading and math, which required additional instructional support in those subjects, reducing the time available for remedial science instruction. Despite this challenge, science teachers across grades 1-5 continued to follow the district's curriculum and instructional guidelines.

Monahan Elementary's special education program remained steady, with 101 students receiving services during the 2023-2024 school year. These students presented a variety of needs, including academic, intellectual, and behavioral challenges, with many also qualifying for alternate curricula due to their disabilities. A significant number of these students were identified as having dyslexia in addition to their other qualifying factors.

For the upcoming school year, Monahan will transition to the i-Ready curriculum for math and ELA in grades 1-5, which will offer more personalized and data-driven instruction to better meet student needs.

Monahan continued to participate in the My Home Library Program in partnership with the Barbara Bush Foundation. Through this initiative, all students received five books to take home and add to their personal libraries, further encouraging a love of reading. Ms. Hensley, the program sponsor for Monahan, assisted with the distribution of books on December 12, 2024.

## Curriculum, Instruction, and Assessment Strengths

1. Increased reading achievement in grades 3-5 on STAAR.
2. Slight increase in math achievement on STAAR in grades 3-5.
3. Teachers have enhanced their knowledge of instructional strategies and developed a deeper understanding of the TEKS, enabling them to start the year with a clearer grasp of how the state will calculate student success.
4. Monahan continues to be part of the My Home Library Program for the Barbara Bush Foundation and students continue to receive 5 free books per year.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Math performance in several grade levels consistently falls below district averages. **Root Cause:** There is a lack of targeted, differentiated math instruction that meets the diverse needs of students. Teachers are not be consistently using data to inform their instruction or provide adequate interventions for struggling students.

**Problem Statement 2 (Prioritized):** 5th grade Science STAAR scores remain below expectations. **Root Cause:** Students entered 5th grade with significant gaps in their foundational reading and math skills, which are essential for understanding and applying scientific concepts. Additionally, teachers have not provided enough opportunities for students to engage in hands-on experiments and experiential learning

**Problem Statement 3 (Prioritized):** Foundational reading assessments indicate that students are underperforming their peers at other campuses. **Root Cause:** There is insufficient foundational reading instruction in the earlier grades, particularly in areas such as phonics, fluency, and comprehension. Teachers are not be consistently implementing research-based reading strategies, and there is a lack of early intervention for struggling readers, resulting in a widening gap between these students and their peers at other campuses.

**Problem Statement 4 (Prioritized):** Special education students continue to underperform as compared to their peers in all academic areas. **Root Cause:** Tier I instruction is not consistently differentiated to meet the needs of all learners. Teachers rely heavily on one-size-fits-all teaching methods, which do not effectively address the diverse learning needs within the classroom. Additionally, there is insufficient professional development for teachers to effectively implement high-quality Tier I instruction that is engaging and rigorous.

# Family and Community Engagement

## Family and Community Engagement Summary

The 2023-2024 school year marked significant strides in strengthening parent engagement. Parents were welcomed into the school to attend events such as Meet the Teacher, Open House, and our *Winter Wonderland Curriculum Night*. The school also embraced the diversity of our student population with several events celebrating Hispanic Heritage Month. Parents actively participated in volunteer opportunities and enjoyed lunch visits with their children.

Both the Annual Title I meeting and Literacy Night were held in person and online, offering flexible options for participation without requiring appointments. The Site-Based Decision-Making (SBDM) Team met monthly to discuss a range of topics, including student attendance, community involvement, and academic data. These meetings also focused on professional development initiatives and strategies to improve the culture and climate of Monahan Elementary.

At the end of the year, a parent survey received an impressive 95 responses, a significant increase from previous years. The majority of feedback was positive, though communication between teachers and parents remained an area for growth.

## Family and Community Engagement Strengths

1. **Increased Parent Engagement:** Monahan Elementary made significant progress in involving parents through various in-person and online events, such as Meet the Teacher, Open House, the Winter Wonderland Curriculum Night, and celebrations like Hispanic Heritage Month. These efforts reflect a commitment to fostering a welcoming and inclusive environment for families.
2. **Proactive Community Collaboration:** The school effectively utilized the Site-Based Decision-Making Team to address key topics such as student attendance, community involvement, and professional development. Monthly meetings ensured a consistent focus on improving school culture and climate through collaborative discussions with parents and staff.
3. **Responsive to Feedback:** By distributing parent surveys and increasing participation from 9 to 95 responses, Monahan Elementary demonstrated a strong commitment to understanding and addressing parent concerns. The school's acknowledgment of areas for improvement, such as communication, shows a willingness to adapt and grow in alignment with parent expectations.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Despite increased parent engagement efforts and survey participation, communication between teachers and parents continues to be an area of concern. **Root Cause:** One root cause for communication challenges is that not all parents actively utilize ParentSquare, which is the primary communication tool used by the school. While the tool is in place, some parents may not be familiar with it or may prefer other communication methods. Additionally, while the school has standardized communication protocols, teachers may not consistently follow up with phone calls.

**Problem Statement 2 (Prioritized):** While Monahan Elementary has seen growth in parent participation in events, there is still limited involvement from parents in leadership and decision-making roles, such as within the PTO and Site-Based Decision-Making Team. **Root Cause:** Some parents do not fully understand how to get involved or the importance of their participation. Scheduling conflicts also play a significant role, as meetings or events are not always held at times that are convenient for working families.



# District Organization

## District Organization Summary

Monahan Elementary completed the 23-24 school year with 690 students, which was more than what was projected at the start of the year. There were 34 classroom teachers in grades 1-5. For the 24-25 school year, we anticipate the same student enrollment, but will decrease by 2 classrooms, having 32 classroom teachers.

- 1st Grade - 7 classroom teachers (5 General Education/2 EB)
- 2nd Grade - 6 classroom teachers (4 General Education/2 EB)
- 3rd Grade - 7 classroom teachers (4 General Education/3 EB)
- 4th Grade - 7 classroom teachers (4 General Education/3 EB)
- 5th Grade - 7 classroom teachers (4 General Education/3 EB)

Monahan finished the school year with 171 students serviced through special education. Students will participate in 1 or more of the following special education programs, if assigned:

- Life Skills (1 Teacher/1 Paraprofessional)
- Structure Unit (1 Teacher/2 Paraprofessionals)
- BEST - Behavior Program (1 Teacher/2 Paraprofessionals)
- Resource Reading (1 Teacher)
- Resource Math (1 Teacher)
- In Class Support (2 Paraprofessionals)

The Monahan Office Staff consists of the following staff members:

- Principal
- Assistant Principal
- School Support Administrator
- Counselor
- Secretary
- Attendance Clerk
- PEIMS Clerk
- Receptionist

Students rotate daily in the Specials/Ancillary classes. The following classes are provided to students:

- Music
- PE
- Art
- Library

- Computer Lab

Four Campus Instructional Specialists (2 ELAR and 2 Math/Science) are included on the support team, in addition to 3 intervention/support teachers and 1 paraprofessional. Daily PLC and Intervention time is built into the master schedule to support all students, regardless of their level, to achieve at their potential. Monahan is a Technology focused Compass School, with emphasis on incorporating technology into the implementation and enrichment of the curriculum.

### **District Organization Strengths**

1. Monahan Elementary provides a robust after-school program, ensuring that students have access to additional learning opportunities and enrichment activities at no cost to families.
2. Monahan Elementary has established a well-organized and effective campus support team to provide targeted reading and math intervention for students at every grade level.
3. The campus offers a variety of supports and resources to meet the unique needs of students served through special education services. These include individualized instruction, accommodations, and related services tailored to address academic, behavioral, and developmental goals.
4. Monahan Elementary's campus layout is thoughtfully designed to meet the needs of both students and staff, fostering a well-organized and conducive environment for learning. The building's configuration supports accessibility and collaboration while efficiently housing the entire student body.

### **Problem Statements Identifying District Organization Needs**

**Problem Statement 1:** Monahan Elementary is utilizing every available room on campus for instructional purposes, including classrooms, small group spaces, and special programming areas. This leaves no space for storage or to accommodate a growing student population. **Root Cause:** The lack of available instructional and storage space is primarily due to increasing student enrollment, which exceeds the original capacity for which the campus was designed. Additionally, the demand for specialized programming and small group interventions has expanded, requiring more dedicated spaces.

# Technology

## Technology Summary

Monahan Elementary is a technology-focused Compass School, integrating innovative technology practices into daily instruction. The campus includes a computer lab as part of the ancillary rotation, where students learn about technology applications and develop responsible digital citizenship skills. Each student is provided with a personal device at the beginning of the school year to enhance their learning experience throughout the instructional day. Additionally, 4th and 5th-grade students have the opportunity to participate in after-school STEM programs, including robotics and coding clubs.

For the 2024-2025 school year, Monahan Elementary will implement several new technology-driven initiatives to enhance instruction and student engagement, including:

- Integrating technology programs into classroom workstation activities.
- Expanding touch screen capabilities across all grade levels.
- Establishing a green screen and recording station in the Fine Arts area for multimedia projects.
- Introducing a virtual reality system to support content learning, with a focus on science education.
- Leveraging online reading programs to foster a love of reading.
- Utilizing various presentation tools to empower students to create and share their ideas in daily classroom activities.

Furthermore, professional development opportunities will be pursued to equip teachers with the skills and knowledge needed to effectively incorporate these technology tools into their instructional practices, ensuring innovative and engaging learning experiences for all students.

## Technology Strengths

1. Monahan Elementary provides students with personal devices and incorporates a variety of technology tools into daily instruction, such as touch screens, virtual reality, and green screen recording stations. These resources enhance student engagement and foster the development of critical 21st-century skills.
2. The campus offers after-school robotics and coding clubs for 4th and 5th graders, providing students with opportunities to explore STEM concepts in hands-on, collaborative environments, which prepares them for future academic and career pursuits.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 2 (Prioritized):** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes. **Root Cause:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 3:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 4:** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes. **Root Cause:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 5:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 6:** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes. **Root Cause:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 7:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 8:** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes. **Root Cause:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 9:** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes. **Root Cause:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 10:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 11:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction. **Root Cause:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction.

# Priority Problem Statements

**Problem Statement 1:** There is low participation in Gifted and Talented (GT) and advanced programs, which may reflect barriers in identification processes and access for diverse student groups.

**Root Cause 1:** There may be inequitable identification processes for GT programs, cultural or linguistic barriers, or a lack of teacher training to recognize giftedness among diverse populations. Additionally, the heavy focus on intervention for at-risk students may limit opportunities for higher-performing students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The school has a high at-risk student population, which significantly impacts academic performance, attendance, and overall student success.

**Root Cause 2:** A significant portion of the student population comes from economically disadvantaged backgrounds (87.72%), which likely impacts their academic performance, attendance, and overall stability. Limited access to educational resources and family support may contribute to students being classified as "At-Risk." 67.4% of students (428 out of 635) are classified as "At-Risk."

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The school has limited resources to effectively support Special Education and Dyslexia services, which hinders its ability to meet the diverse learning needs of these students.

**Root Cause 3:** The growing need for specialized services may stem from a lack of early intervention programs or insufficient professional development for general education teachers to address diverse learning needs. Additionally, some disabilities may go under-identified due to limited screenings or resource constraints.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Student achievement at Monahan Elementary has not consistently shown the desired level of growth, with significant gaps in foundational skills across grade levels as indicated by campus, district, and state assessments.

**Root Cause 4:** Tier 1 instruction has lacked sufficient rigor and differentiation to meet the diverse needs of students, limiting opportunities for all learners to achieve meaningful academic progress.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Monahan Elementary has faced challenges in maintaining a fully staffed team of highly effective educators, with turnover and gaps in professional development impacting instructional quality and student outcomes.

**Root Cause 5:** There is an inconsistent system for recruiting and supporting high-quality staff, including a lack of targeted professional growth opportunities, mentoring programs, and strategies to build a strong sense of community and morale among educators.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** There is limited engagement and collaboration between the school, parents, and the community, which reduces the collective support needed to optimize student success and foster school pride.

**Root Cause 6:**

Communication and partnership efforts with families and community stakeholders have been inconsistent and underdeveloped, limiting opportunities for relationship-building and meaningful participation.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** While the campus is safe overall, there is a need to improve behavioral interventions and maintain a consistently positive climate that supports learning and well-being for all students and staff.

**Root Cause 7:** Existing systems for managing behavior and fostering positive interactions lack clarity, consistency, and sufficient support structures to proactively address challenges and promote a welcoming environment.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** While teacher attendance improved compared to the previous year, instructional time was still lost due to absences, affecting student learning continuity.

**Root Cause 8:** The availability of high-quality substitute teachers and the challenge of maintaining instructional consistency in the absence of the regular teacher contributed to learning gaps.

**Problem Statement 8 Areas:** District Culture and Climate

**Problem Statement 9:** Communication with parents lacked consistency, leading to gaps in family engagement and awareness of student progress and school events.

**Root Cause 9:** The transition to Parent Square required teachers to adjust to a new platform, and full staff buy-in was not immediate. Additionally, there was a lack of consistent phone and email communication from some teachers, resulting in parents feeling uninformed about their child's academic progress and school-related updates.

**Problem Statement 9 Areas:** District Culture and Climate

**Problem Statement 10:** Teacher-managed student behavior was inconsistent, leading to unclear expectations and an increased number of discipline infractions that resulted in office referrals, in-school suspensions, and out-of-school suspensions.

**Root Cause 10:** Not all teachers established and reinforced clear behavior expectations, leading to inconsistencies in student conduct across classrooms. A lack of proactive behavior management strategies contributed to students not understanding or adhering to schoolwide behavioral expectations, ultimately leading to disciplinary consequences.

**Problem Statement 10 Areas:** District Culture and Climate

**Problem Statement 11:** Hiring high quality candidates continues to be a concern.

**Root Cause 11:** Teacher candidates do not have proper credentials and certifications.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** New teachers have gaps in their abilities to manage student behavior.

**Root Cause 12:** Many new teachers are from ACP programs and are not fully prepared to work with students in a high Economically Disadvantaged area.

**Problem Statement 12 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 13:** New teachers are overwhelmed with back to school staff development activities and other daily realities of teaching and are not prepared to work under the pressure.

**Root Cause 13:** New teachers do not have proper training in areas of need including instructional strategies, supporting low performing students, and other clerical tasks that are included in their job descriptions.

**Problem Statement 13 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 14:** Math performance in several grade levels consistently falls below district averages.

**Root Cause 14:** There is a lack of targeted, differentiated math instruction that meets the diverse needs of students. Teachers are not be consistently using data to inform their instruction or provide adequate interventions for struggling students.

**Problem Statement 14 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 15:** 5th grade Science STAAR scores remain below expectations.

**Root Cause 15:** Students entered 5th grade with significant gaps in their foundational reading and math skills, which are essential for understanding and applying scientific concepts. Additionally, teachers have not provided enough opportunities for students to engage in hands-on experiments and experiential learning

**Problem Statement 15 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 16:** Foundational reading assessments indicate that students are underperforming their peers at other campuses.

**Root Cause 16:** There is insufficient foundational reading instruction in the earlier grades, particularly in areas such as phonics, fluency, and comprehension. Teachers are not be consistently implementing research-based reading strategies, and there is a lack of early intervention for struggling readers, resulting in a widening gap between these students and their peers at other campuses.

**Problem Statement 16 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 17:** Special education students continue to underperform as compared to their peers in all academic areas.

**Root Cause 17:** Tier I instruction is not consistently differentiated to meet the needs of all learners. Teachers rely heavily on one-size-fits-all teaching methods, which do not effectively address the diverse learning needs within the classroom. Additionally, there is insufficient professional development for teachers to effectively implement high-quality Tier I instruction that is engaging and rigorous.

**Problem Statement 17 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 18:** Despite increased parent engagement efforts and survey participation, communication between teachers and parents continues to be an area of concern.

**Root Cause 18:** One root cause for communication challenges is that not all parents actively utilize ParentSquare, which is the primary communication tool used by the school. While the tool is in place, some parents may not be familiar with it or may prefer other communication methods. Additionally, while the school has standardized communication protocols, teachers may not consistently follow up with phone calls

**Problem Statement 18 Areas:** Family and Community Engagement

**Problem Statement 19:** While Monahan Elementary has seen growth in parent participation in events, there is still limited involvement from parents in leadership and decision-making roles, such as within the PTO and Site-Based Decision-Making Team.

**Root Cause 19:** Some parents do not fully understand how to get involved or the importance of their participation. Scheduling conflicts also play a significant role, as meetings or events are not always held at times that are convenient for working families.

**Problem Statement 19 Areas:** Family and Community Engagement

**Problem Statement 20:** While technology is integrated into the curriculum, some teachers lack the necessary training and confidence to maximize the use of new technology tools in their instruction.

**Root Cause 20:** Insufficient professional development and follow-up coaching have left some teachers without the skills or confidence needed to implement advanced technology tools effectively. There is also a lack of consistent support for teachers to troubleshoot issues and explore innovative ways to integrate technology into lessons.

**Problem Statement 20 Areas:** Technology

**Problem Statement 21:** The growing reliance on technology in daily instruction has highlighted disparities in student proficiency with using technology for academic purposes.

**Root Cause 21:** Not all students have had equal exposure to or experience with technology before entering Monahan Elementary. This creates a gap in digital literacy skills, particularly among younger students and those from households with limited access to technology at home. Additionally, there is limited targeted instruction focused specifically on building foundational technology skills for students who are s

**Problem Statement 21 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Monahan Elementary will maximize student learning for all.

Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

**Performance Objective 1:** By the end of the school year, 100% of students in grades 1-5 at Monahan Elementary will demonstrate a minimum of one year's growth in reading and literacy skills as measured by district benchmarks and state assessments. This will be achieved through targeted interventions, differentiated instruction, and data-driven instructional practices aimed at closing existing achievement gaps and improving overall reading proficiency.

## High Priority

### HB3 Goal

**Evaluation Data Sources:** District Assessments

Mock Assessments

Interim Assessments

MClass/TRC





STAAR Scores

iReady

CFAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase STAAR reading performance from 52% approaches, 28% meets and 13% masters to 70% approaches, 32% meets and 15% masters by providing additional instructional resources to support Tier 1 instruction. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores at the approaches, meets and masters levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-General funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the percentage of students reading at or above grade level by 30%, as measured by MClass, TRC, or iReady diagnostics, through the use of carpet squares for seating during whole group instruction. This arrangement will enhance student engagement and participation, supporting the overall improvement in reading proficiency. September 2024, October 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading proficiency across all grade levels by the end of the school year.</p> <p>1st graders will grow by at least 6 reading levels from the beginning of the year to the end of the year.</p> <p>2nd - 5th graders will grow by at least 3 reading levels from the beginning of the year to the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialist Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted intervention to students at risk of not meeting academic standards in need of reading support during after-school and Saturday tutorials. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students needing interventions are accurately identified and receive appropriate support within two weeks of assessment. Regularly analyze progress monitoring data to adjust interventions, ensuring interventions are meeting the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$12,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hold Lead4ward staff development and support sessions for ELA teachers to improve Tier 1 reading instruction. July 2024, August 2024, September 2024, October 2024, November 2024, December 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading proficiency across all grades by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Campus Instructional Specialists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-CTE State Funds - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading A-Z will be implemented as a targeted instructional tool to improve literacy outcomes for students across all grade levels. This platform provides leveled, research-based resources that support differentiated instruction, small-group learning, and individualized interventions. Teachers will use Reading A-Z to deliver high-interest, culturally relevant texts aligned with students' reading levels, ensuring consistent engagement and growth in fluency, comprehension, and vocabulary. November 2024, December 2024</p> <p><b>Strategy's Expected Result/Impact:</b> The expected outcomes include increased STAAR reading proficiency rates, with at least a 10% improvement in grade-level reading scores annually, and the development of confident, independent readers capable of accessing grade-level texts across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CIS ELA Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Partner with an educational consultant to provide targeted professional development and coaching for teachers to enhance literacy instruction, while fostering a positive and collaborative school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in literacy instruction, improved student literacy achievement, and a stronger sense of collaboration and positivity within the school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ELA Campus Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Monahan Elementary will maximize student learning for all.

Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

**Performance Objective 2:** By the end of the school year, 100% of students in grades 1-5 at Monahan Elementary will demonstrate a minimum of one year's growth in math as measured by district benchmarks and state assessments. This will be achieved through targeted interventions, differentiated instruction, and data-driven instructional practices aimed at closing existing achievement gaps and improving overall math proficiency.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments

Mock Assessments

Interim Assessments

Campus Formative Assessments


IReady BOY, MOY, EOY


STAAR Scores


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase STAAR math performance from 53% approaches, 31% meets and 10% masters to 70% approaches, 32% meets and 15% masters by providing additional instructional resources to support Tier 1 instruction. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores at the approaches, meets and masters levels.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the percentage of students performing at proficient on their grade level by 30% as measured by the iReady math diagnostics. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing the percentage of students performing at proficient levels by 30% on the iReady math diagnostics will result in significantly improved math achievement and understanding. This will enhance student confidence, engagement, and readiness for more advanced math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide targeted intervention to students at risk of not meeting academic standards in need of math support during after-school and Saturday tutorials. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students needing interventions are accurately identified and receive appropriate support within two weeks of assessment. Regularly analyze progress monitoring data to adjust interventions, ensuring interventions are meeting the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Campus Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$12,500</p>	Formative			Summative
	Nov	Jan	Mar	June



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Monahan Elementary will maximize student learning for all.

Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

**Performance Objective 3:** By the end of the school year, we will increase the percentage of students meeting or exceeding the standard on the STAAR Science test by 50% at Monahan Elementary; from 36% approaches, 10% meets 5% masters to 54% approaches, 15% meets, and 8% masters. This will be achieved through targeted science instruction, regular formative assessments to monitor progress, and the implementation of evidence-based interventions to address areas of weakness.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments

Mock Assessments

Interim Assessments

Campus Formative Assessments

STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold collaborative PLCs weekly to assist teachers in planning science instruction that focuses on the knowledge of the TEKS, effective instructional strategies, and alignment to STAAR rigor and expectations. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Science STAAR scores from 33% approaches, 9% meets and 4% masters to 50% approaches, 14% meets, and 10% masters.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Planning materials and supplies - 211-Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send 5th grade science teachers to professional development with Region 4; Science Speaker Series: Mastering 3D Instruction. October 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Sending science teachers to the Science Speaker Series at Region 4 will enhance their instructional practices by providing them with innovative strategies and up-to-date knowledge, ultimately improving student engagement and achievement in science.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Administrators Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$225</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 1:** Monahan Elementary will maximize student learning for all.

Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

**Performance Objective 4:** Increase student performance of all sub-populations (EB, Special Ed, African American) by 10 points at Approaching on STAAR in May 2025.

AA - R: 54% to 64%, M: 37% to 47%, Sci: 35% to 45%

EB - R: 66% to 76%, M: 55% to 65%, Sci: 57% to 67%

Sped - R: 41% to 51%, M: 21% to 31%, Sci: 28% to 38%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments

Mock Assessments





Interim Assessments

Campus Formative Assessments

STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold Lead4ward staff development and support sessions for teachers to support African American, Emergent Bilingual, special education and general education students; Intervention For All. September 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores for special education students and support all students through the RtI process.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers Campus Instructional Specialists Interventionists Teachers Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Training materials and supplies - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional paraprofessionals will participate in a 12-week Instructional Aides Academy with ASCD to provide advanced instructional strategies in the classroom while working with students in an inclusion classroom setting. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic outcomes for students who have an IEP.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Special Education staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> State - 199-State Comp. Ed. - \$1,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attend Region 4 Dyslexia Conference to learn new practices and research for providing dyslexia intervention. October 2024, November 2024, December 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading strategies for students being serviced for dyslexia.</p> <p><b>Staff Responsible for Monitoring:</b> Administrations Dyslexia Interventionist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211-Title I - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase resources to effectively implement a Campus Wide Spelling Bee. September 2024, October 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make it to the District Spelling Bee and possibly the city Spelling Bee.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Interventionist Administrators</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211-Title I - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Monahan Elementary will maximize student learning for all.

Improve Tier 1 instruction so that 80% or more of students show academic growth from the previous school year as evidenced by campus, district and state assessments and diagnostics.

**Performance Objective 5:** By the end of the school year, Monahan Elementary will successfully implement the AVID (Advancement Via Individual Determination) program in grades 3-5, with 90% of teachers trained and regularly using AVID strategies in their classrooms to support well rounded students. We will monitor progress through monthly AVID team meetings, classroom observations, and teacher feedback to ensure consistent application of organizational tools, note-taking methods, student writing processes, and critical thinking strategies, leading to improved student engagement and academic readiness.

- Evaluation Data Sources:** Teacher training Records  
 Classroom Observations  
 Student Work Samples  
 Student and Teacher Surveys  
 Progress Monitoring Data  
 AVID Team Meeting Minutes  
 Student Participation and Attendance Records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use AVID strategies like writing, inquiry, collaboration, organization, and reading (WICOR), along with lanyards and ID badges, AVID posters, and student planners in classrooms with AVID-trained teachers to help boost student achievement.            August 2024, September 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of AVID will result in increased student engagement, academic achievement, and readiness for future academic and career challenges. It will also foster a positive school culture and empower teachers to consistently apply AVID strategies in their instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Campus Instructional Specialists            Administrators</p> <p><b>Title I:</b>            2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will attend AVID Summer Institute to stay abreast of the latest research and instructional practices for AVID. July 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more confident and effective in using AVID strategies, leading to increased collaboration and sharing of best practices among staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Specialists Teachers Administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General funds - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** Monahan Elementary will attract, develop and retain highly effective staff.





**Performance Objective 1:** By the end of the 2024-2025 school year, Monahan Elementary will reduce staff resignations by 15% compared to the previous year through targeted support, mentorship, and staff recognition programs, contributing to a more stable and effective learning environment.

**High Priority**

**Evaluation Data Sources:** Staff retention data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Climate/Culture Committee on campus to address campus needs and to plan and oversee Staff Member of the Month Celebrations. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in staff resignations <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Activities, supplies - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold climate building activities with staff during the 2024-2025 school year. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff satisfaction with campus <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide coaching support for teachers and paraprofessionals who need additional supports with classroom management or instructional effectiveness. Instructional paraprofessionals will participate in the semester long ASCD Paraprofessional Institute. Teachers will attend Region 4 training as needed to support their development of effective classroom management and instructional practices. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain staff resignation number</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish clear roles and responsibilities for all instructional leaders and support staff by attending conferences and becoming members of professional organizations; including TEPSA and HAABSE. August 2024, October, November 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet campus goals for academics, behavior, and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The Principal and Secretary will receive Breakthrough Coach professional development to ensure alignment of goals and responsibilities within the school. September 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboratively ensure effective communication, planning and staff support between the principal and secretary.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Principal Secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 211-Title I - \$950</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The principal will attend the Blue Ribbon Schools Conference to gain proven strategies from high-performing schools that can be implemented to enhance student achievement and foster a positive school culture. December 2024</p> <p><b>Strategy's Expected Result/Impact:</b> The principal will bring back targeted approaches to improve Tier 1 instruction, close achievement gaps, and increase teacher effectiveness through professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrators Campus Instructional Specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$650</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2:** Monahan Elementary will attract, develop and retain highly effective staff.

**Performance Objective 2:** By the end of the 2024-2025 school year, Monahan Elementary will retain 90% of new hires by providing comprehensive onboarding, mentorship, and ongoing professional development.

**High Priority**

**Evaluation Data Sources:** Staff retention data  
Mentor support data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide mentor support for new and 2nd year teachers. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Retain new teachers <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Lead Mentor Mentor Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> Substitutes, training materials - 199-General funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold New Hire Mini Academy for all new hires focused on instructional, behavioral, and clerical strategies of a successful year. July 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Retain new hires <b>Staff Responsible for Monitoring:</b> Campus Administrators Lead Mentor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> Training supplies and materials - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Meet quarterly with new hires to check in and monitor progress. August 2024, November 2024, February 2025, April 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Retain new hire staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal Lead Mentor Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 3:** Monahan Elementary will continue to build positive relationships with parents, families, and community members.


**Performance Objective 1:** By the end of the 2024-2025 school year, Monahan Elementary will increase parent volunteer participation by 20% through targeted outreach, flexible volunteer opportunities, and regular recognition events.  
September 2024


**High Priority**


**Evaluation Data Sources:** Parent engagement session logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize parent volunteers at school events and in the classroom during the instructional day. Parents will be approved through the district volunteer program and/or participate in Watch DOGS. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent volunteers on campus</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus Secretary</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** Monahan Elementary will continue to build positive relationships with parents, families, and community members.

**Performance Objective 2:** By May 2025, increase family participation in school events by 30%, with a minimum of four family engagement events held during the school year, measured by event attendance and parent feedback surveys. Parents will also be invited to participate in the annual Title 1 meetings to hear and discuss the academic plans for the use of Title 1 funds and create the Parent Compact for the 2024-2025 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Event sign in sheets  
Parent feedback surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monahan Elementary will host at least four family engagement events, such as a Vision Board party and Academic Loteria, to discuss goal setting, academic vocabulary, academic support at home and other instructional components to bridge the connection between home and school. September 2024, October 2025, November 2024, December 2024, January 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3:** Monahan Elementary will continue to build positive relationships with parents, families, and community members.


**Performance Objective 3:** By the end of the 2024-2025 school year, Monahan Elementary will establish two community partnerships and launch a Parent-Teacher Organization (PTO) to enhance family engagement, increase volunteer support, and provide additional resources for student enrichment.


**High Priority**


**HB3 Goal**


**Evaluation Data Sources:** Increased parental involvement by 20%  
 Improved student attendance and engagement  
 Expanded resources for extracurricular and academic support through community collaboration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monahan Elementary will create a "Community &amp; Family Engagement Task Force" to identify local partners, host quarterly connection events, and launch a social media campaign to build community relationships and establish a PTO, fostering increased parent and community involvement.                      December 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of the results will include signed partnership agreements, official PTO registration and meeting minutes, attendance and feedback from community events, social media engagement metrics, and volunteer logs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      School Counselor</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p>- <b>TEA Priorities:</b>                      Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue







**Goal 4:** Monahan Elementary will ensure a safe and positive learning environment.

**Performance Objective 1:** By the end of the 2024-2025 school year, Monahan Elementary will achieve a 95% student attendance rate by implementing attendance incentives, early intervention strategies, and regular parent communication.

**High Priority**

**Evaluation Data Sources:** ADA reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor student attendance daily with an absence report. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk Assistant Principal Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Celebrate student attendance in classrooms and throughout the building. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased average daily attendance <b>Staff Responsible for Monitoring:</b> Assistant Principal PBIS Team</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Awards and incentives - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the A2A system to monitor excessive student absences to conduct parent attendance conferences. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased average daily attendance <b>Staff Responsible for Monitoring:</b> Assistant Principal Attendance Clerk</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 4:** Monahan Elementary will ensure a safe and positive learning environment.


**Performance Objective 2:** By May 2025, Monahan Elementary will implement and complete transitional activities for 100% of incoming 1st-grade students and exiting 5th-grade students to ensure a smooth academic and social transition.


**High Priority**

**Evaluation Data Sources:** Flyers  
Student attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold transition trip for Kindergarten students to attend Monahan Elementary. May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledge of processes on campus</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold transition trip for 5th grade students to visit KMS. May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledge of processes on campus</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 4:** Monahan Elementary will ensure a safe and positive learning environment.

**Performance Objective 3:** By May 2025, Monahan Elementary will implement a technology program aligned with Compass Schools requirements, ensuring that 100% of teachers integrate digital tools and resources into their instruction to enhance student learning.

**Evaluation Data Sources:** Lesson plans with technology activities  
 Computer lab schedule  
 Classroom observation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize technology supports in specials rotation classes.            September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased technology use  <b>Staff Responsible for Monitoring:</b> Rotation teachers            Principal</p> <p><b>Title I:</b>            2.5  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate technology during instructional activities in classrooms by providing Z Space, Flocabulary/Nearpod professional development for teachers and instructional staff. January 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology <b>Staff Responsible for Monitoring:</b> Teachers Principal Campus Instructional Specialist</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Goal 4:** Monahan Elementary will ensure a safe and positive learning environment.





**Performance Objective 4:** By May 2025, Monahan Elementary will implement a Positive Behavioral Interventions and Supports (PBIS) system, reducing campus wide disciplinary incidents by 20% and increasing positive behavior recognition by 30% to support well rounded students.

**Evaluation Data Sources:** Discipline reports  
 Referral data  
 PBIS Team meeting agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Bobcat Folders, E in Conduct and Student of the Month celebrations throughout the year to encourage on task behaviors.            August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased behavior incidences  <b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal</p> <p><b>Title I:</b>            2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Funding Sources:</b> Incentive materials - 199-General funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the Bobcat Market Incentive Program with all students. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased behavior incidences <b>Staff Responsible for Monitoring:</b> Assistant Principal Team Leaders</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Incentives - 199-General funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide behavior/social emotional supports from the counselor to students with a high incidence of behavior infractions. Students will be able to eat lunch with the counselor and participate in Character Cafe with the counselor. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student behavior incidences <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize AVID WICOR strategies, lanyards for ID badges and student planners in AVID classrooms with AVID trained teachers to increase student achievement. August 2024, September 2024</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To support 1st-grade students in developing self-regulation and emotional management skills through the implementation of Conscious Discipline self-regulation kits, leading to improved classroom behavior and increased student engagement. October 2024, November 2024</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2024-2025 school year, 85% of 1st-grade students will demonstrate growth in self-regulation as measured by teacher observations, behavior tracking data, and student self-assessments, reducing classroom behavioral incidents by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration Teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-State Comp. Ed. - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Monahan Elementary will ensure a safe and positive learning environment.

**Performance Objective 5:** By the end of the 2024-2025 school year, Monahan Elementary will improve campus safety by reducing incidents by 15% through enhanced security measures, regular safety drills, and staff training.

**High Priority**

**Evaluation Data Sources:** Catapult safety reports  
District Safety Audits





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Safe Dismissal will be used as a part of dismissal procedures to track and monitor how students get home daily. July 2024, August 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all students make it home safely</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Monahan Elementary will maintain and monitor systems to ensure financial accountability across the district.

**Performance Objective 1:** By the end of the 2024-2025 school year, the campus leader at Monahan Elementary will ensure full compliance with district budget guidelines, effectively managing and allocating resources to support student achievement while maintaining fiscal responsibility.

**Evaluation Data Sources:** Campus budget reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Spend campus based budgets according to district guidelines and campus needs. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced budget</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold weekly budget meetings with campus administrators and the campus secretary to review spending. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced budget</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train campus staff on responsible spending of campus funds. September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025</p> <p><b>Strategy's Expected Result/Impact:</b> Responsible spending by staff <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Secretary</p> <p><b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

199-General funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	4	1	Training materials and supplies		\$500.00
1	5	2			\$5,000.00
2	1	1	Activities, supplies		\$500.00
2	2	1	Substitutes, training materials		\$1,000.00
2	2	2	Training supplies and materials		\$500.00
4	1	2	Awards and incentives		\$500.00
4	4	1	Incentive materials		\$1,000.00
4	4	2	Incentives		\$500.00
<b>Sub-Total</b>					<b>\$14,500.00</b>
199-State Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	1	3			\$12,500.00
1	1	5			\$2,500.00
1	1	6			\$10,000.00
1	2	2			\$1,500.00
1	2	3			\$12,500.00
1	3	2			\$225.00
1	4	2	State		\$1,600.00
2	1	6			\$650.00
4	4	5			\$800.00
<b>Sub-Total</b>					<b>\$42,775.00</b>
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Planning materials and supplies		\$500.00

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$150.00
1	4	4			\$200.00
2	1	5			\$950.00
<b>Sub-Total</b>					\$1,800.00
199-CTE State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$4,500.00
<b>Sub-Total</b>					\$4,500.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	2			\$0.00
<b>Sub-Total</b>					\$0.00